



24 February 1993

## SUSSEX HONOURS DIRK BOGARDE

Actor and author, Dirk Bogarde will be among those receiving honorary degrees at this year's Summer Graduation Ceremonies. Derek Niven Van den Bogaerde, whose volumes of autobiography include notable descriptions of his childhood in Sussex, will receive the degree of Doctor of Letters. The award underlines the growing significance within the University of media studies. A new major, English with Theatre Studies, is also being launched this year.

At the ceremonies, to be held in the morning and afternoon of 13 July 1993, the honorary degrees of Doctor of Science will be conferred on Professor Sir Eric Albert Ash, Rector of Imperial College, London; Psychologist, Dr. Donald Eric Broadbent, one of the key figures in the development of cognitive psychology and Dr. Martin Wyatt Holdgate, Director General, International Union for Conservation of Nature and Natural Resources.

## 20—20 VISION



Twenty years ago, on 1 March 1973, Geoff Lockwood became Registrar & Secretary. As a keen student of history and with a deep knowledge and understanding of the University of Sussex, Geoff rightly reminds anyone who cares to listen that none of today's issues and proposals are new, merely remanifestations. With this in mind one could speculate on which of the above is Geoff in 1973 and which in 1993 and on whether there was a metamorphosis in between which the camera failed to capture.

Professorial Lecture  
**Alan Sinfield**  
Professor of English at Sussex  
6.00pm Tuesday 9 March Molecular Sciences Lecture Theatre

UNIVERSITY OF  
SUSSEX  
AT BRIGHTON

# CULTURAL POLITICS

University of Sussex

Alan Sinfield, Professor of English, is to give his professorial lecture, *Cultural Politics*, on Tuesday 9 March at 6.00 pm in MOLS Lecture Theatre. Professor Sinfield has recently been involved in controversy around 'cultural materialism', a movement in English studies that stresses the political implications of literary writing – so it promises to be an interesting evening. The lecture is open to the public and everyone is welcome to attend.

## RECORD STUDENT NUMBERS FOR FURTHER STUDY COURSES

The University's Centre for Continuing Education has announced a record-breaking year for 1991-92, with 8445 enrolments (up from 7550 in 1990-91), equivalent to 577 full-time students. The Centre offers a wide variety of day schools, weekly courses, and residential courses all year round in towns and villages throughout East and West Sussex, and has recently introduced some award-bearing courses, leading to diplomas and certificates.

The Director of CCE, Fred Gray, said, "These figures reflect how successful we are in providing a huge range of courses across Sussex. A wide variety of people, from the retired to professionals and the unemployed are coming on our courses. We are giving educational opportunities to those who might not otherwise have them and are reaching people that full-time courses don't reach."

## AID URGED FOR RUSSIAN RESEARCH REACTOR

Professor Norman Dombey was among a small team of nuclear physicists from the European Community and the United States who recently inspected PIK, a Russian high-flux reactor, at Gatchina near St Petersburg. The visit was in response to a plea from the Acting Russian Prime Minister, Yegor Gaidar, for \$30 million to complete the reactor on which construction had stopped after Chernobyl. The Russian Government hoped that PIK's completion would result in a high flux neutron source for the use of European scientists and that it would constitute a symbol of Pan-European solidarity, demonstrating that scientists from all parts of Europe could work together successfully.

The team of scientists visited the site in January and, on inspection, felt that more work was necessary to ensure that PIK met international safety standards and consequently made no recommendations that the reactor be completed as an international facility.

However, the visiting scientists felt that PIK would constitute a national research facility of world class standing and recommended that EC governments fund its completion provided that costs do not substantially exceed the \$30 million requested by Gaidar. In this way, a major Russian research institution could be preserved.

### Space Science Centre

DR. NICK WATKINS and CHRIS MOUKIS of the Space Science Centre (MAPS) have been awarded \$4700 by the European Office of Aerospace Research and Development to visit Phillips Laboratory near Boston, Massachusetts this month.

This work is part of an ongoing collaboration between Dr. Sandra Chapman (Space Science Centre [MAPS]) and Dr. Paul Gough (Space Science Centre [ENGG]) and continues work pioneered since 1980 at Sussex by Paul Gough and the late Dr. Peter Christiansen of MAPS. Nick will present a seminar on the first results of the Sussex Particle correlator experiment flown on the CRRES satellite in July 1990, while Chris will speak about his current DPhil thesis research in the computer simulation of the Sussex correlator. Later in the month, Nick will be giving the seminar again at the University of New Hampshire, Amherst and at the Space Science Laboratory of the University of California, Berkeley (Sussex's collaborators on the CRRES satellite).

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### NEWS FROM THE GARDNER CENTRE

On February 28 the Gardner Centre will host *The Rhythm and Blues Roadshow*, a fantastic night of musical entertainment featuring 'Long' John Baldry who makes a long-awaited return to the UK after 17 years.

John Baldry is a man who can only be described as a Blues legend. He made history in the sixties when he performed and recorded with Mick Jagger, Rod Stewart, Keith Richard, Paul McCartney, Alexis Korner and Jack Bruce to name but a few. He is probably best known for his massive 1967 hit recording *Let the heartaches begin*. John is joined on stage by Angela Brown, described by American critics as the blues singer of the century. They will be accompanied by the cream of musicians from the European jazz and blues scene. Book now — 0273 685861.

### Guys and Dolls

Music, dance . . . and a striptease. All this is to be seen at the beginning of March in *Guys and Dolls*, performed by Sussex University Musicals Society (SUMS).

Written by Frank Loesser, and set in 1950s New York, *Guys and Dolls* centres around a group of New Yorkers and their attempt to have an illegal "crap game" (gambling with dice). The show has been a hit musical ever since it was first performed in New York in 1951, when the *New York Daily News* called it, "the perfect musical comedy," and *Variety* extolled, "everything about it seems practically perfect." The show contains popular numbers such as "Sit Down, You're Rockin' The Boat", and "Luck be a Lady".

Over 70 people are involved in what is only the society's second production, (following *Kiss Me Kate* last summer), including an international cast of 45 students and a pit orchestra. Four months of rehearsals will culminate in performances on the 10 - 13 March at the Gardner Centre. The society certainly has high expectations: Richard Balchin, the Chair of SUMS modestly comments, "This will be the most extravagant and flamboyant show campus has ever seen!"

## LETTER

### Campus Parking

Once again the problem of parking on campus has been brought to my attention by staff, students and visitors. Only a short while ago, a near fatal accident occurred due to this problem. It would seem that the powers that be, are not facing the obvious fact, that the more students and staff that attend the University by the use of their cars, the more parking spaces are going to be required.

I did, in my capacity as Traffic Control Assistant, point out these facts in a report on the problem, and also some suggestions were given as to how to solve it. The action taken so far is to provide an extra twenty parking spaces. I also asked that double yellow lines be put on each side of Sussex House car park entrance. This is to allow drivers leaving the car park to have a clear view of the road in both directions. At the moment the drivers have to come out past cars parked on each side of the entrance, which obscure their view, hence an accident *could* and *has* occurred recently.

I have also noticed that cars are being allowed to park on the Southern Ring Road opposite the Biology car park. This could constitute danger, as this is the main bus route from the front of campus. It would also seem that cars are being allowed to park on the grass and the main Northern Ring Road.

I would be pleased to hear from whoever may be in charge of parking facilities on campus, as to what, if any, solution they may have to this very important issue.

May all students and staff be reminded that there is a 30 mph speed limit on campus, and that if they park on double yellow lines they are liable to be towed away at a cost of £120 as the main roads on campus come under the Road Traffic Act.

E.A. Chapman,  
Porter, Sussex House

*According to the Estates Manager, a parking order has been applied for which will restrict parking for one car length on either side of the entrance to Sussex House car park. This will help to improve visibility. Readers are also reminded that, apart from penalties incurred by infringing the Road Traffic Act, any car parked in an obstructive or anti-social way may be towed away and the driver will be liable for the cost involved.*

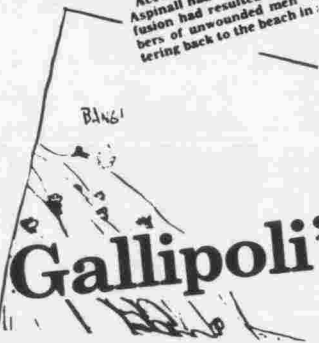
# Sussex Historian Makes Australian Headlines

**British historian queries Anzac claim**  
**Shots from the grave**  
 Confusion among Anzacs

An article in the British periodical *History Today* recently led to front page news in Australian newspapers for Sussex historian Al Thomson. In the article Al resurrected a 65-year old claim that the infamous World War One Gallipoli campaign failed as much due to the shortcomings of the Australian soldiers as anything else. The claim, made by Cecil Aspinall who in 1927 wrote the official history of World War One, contrast with the traditional legend that the "Anzacs" acted heroically in spite of inexperience and appalling terrain. When Aspinall's draft book was read by the Australian Government these claims caused such controversy that they were suppressed in the interest of "imperial goodwill", and a more favourable amended version was finally published in 1929.

Al Thomson, who works in the Centre for Continuing Education, came across the original dispute whilst researching in his native Australia recently, and on his return to England searched through some of Aspinall's papers to try and find out more. Amongst them he found for the first time the correspondence concerning the controversy and a hand-written note of Aspinall's which stated, "The truth about the Australians has never yet been told and in its absence a myth has sprung up that the Anzac troops did magnificently against amazing odds." It was, said Al, "the sort of find historians dream about!"

His *History Today* article was picked up by Australian journalists and such is the significance of Gallipoli to many Australians that it made headlines right across the country in papers such as the *Canberra Times*, the *Melbourne Age*, and the *Melbourne Herald-Sun*. Said Al, "The first I knew of it all was when I was walking with my family along the beach south of Sydney on New Year's Day and my uncle came up and told me that I was on the front page of the *Sydney Morning Herald*". The original article referred to the 1927 episode as "serving to explain the continuing sensitivity about Gallipoli" and the furore Al's article caused showed that little has changed in 60 years.



**Gallipoli's heroes:**

DON'T WORRY  
 DIB, IT'S JUST  
 SOME POMMIE  
 HISTORIAN TAKIN'  
 A FEW POT SHOTS  
 AT US...

**Anzac legend questioned**  
**Aust historian queries Anzac claim**  
**Shirked at Gallipoli**  
**British historian queries Anzac claim**  
**Shots from the grave**  
**Confusion among Anzacs**

## Repetitive Strain Injury — An issue for all staff and students

RSI is a common and growing industrial injury resulting from rapid repetitive movements which place hands, arms, wrists and shoulders under considerable strain. Keyboard operators are at risk if they work in badly designed environments or are typing for too long at stressful levels. If the sufferer continues to work it can become a crippling condition, traumatic for the sufferer and expensive for the employer.

The RSI Support Group is a forum for sufferers and others concerned to share their experiences and to encourage the University to do everything it can to prevent RSI. The Group includes representatives from most sections of the University, with concerns about environments and practices which place staff at unnecessary risk. Although the University has begun to respond to the problem—EC legislation requires employers to take greater preventive responsibility—members of the Group feel that more can be done. They suggest: ■ Clear information for all staff and

students outlining safe work levels and practices; ■ clarification through the *Bulletin* of how the University is responding to EC directives; ■ improvement of work spaces to EC standards and replacement of inadequate furniture and equipment; ■ effective training for line managers in risk assessment and preventive procedures; ■ guidelines for faculty about reasonable work loads for support staff; ■ support for sufferers, including provision of alternative work.

Such measures may be expensive in the short term but in the long term will benefit both University and employees. In the meantime, if you are suffering from work-related pain fill in an accident form, or if you are simply concerned talk to your line manager and union rep. For further advice contact Richard Price, Staff Welfare Officer (ext. 3598) and come to the next meeting of the Group at 1.00 pm on Thursday 4 March in the Inner Lounge, first floor, Refectory.

Jane Carver and Al Thomson,  
 Centre for Continuing Education

## INSIGHT INTO ARTS / SCIENCE

*Through its Arts/Science Scheme, Sussex University has maintained a liberal arts component within its science degrees for nearly thirty years. Here, in the first of a series of profiles of the Scheme, tutor Val Denning, an experienced teacher of English, consultant and conference presenter, describes her course in English Literature.*

The Arts/Science Programme is designed as a contextual for those reading pure Science. There is a range of courses on offer, from Philosophy and Psychology, to Languages, Literature and History. Students are given the time to stand back from their Science studies and view them in a different context. It also, of course, offers them a broader-based education. In the process of engaging in a different discipline students develop the personal transferable skills such as collaborating, debating and analysing, listening, interpreting and evaluating, so essential not only for their Science studies but for their future lives.

In an informal atmosphere they engage in active learning which is often group-based. They are encouraged to formulate and support their own views and to share them with others. In this way they grow in confidence, developing their skills in communicating and listening. Students gain a sense of their own worth and to value their contribution in the learning experience of the whole group.

Initially the Science students may well ask what they are doing studying a course in literature. I have found that they approach a seminar room with concern and suspicion. They question their ability to consider literature and ask: "Do I have the necessary oral and writing skills?" and fear that they will be asked to give an opinion, to read out loud, or, worse, to write something!

Ten weeks later, having engaged in literary criticism, given a presentation, written their own creative material and having begun the research for their dissertation (no easy task), their attitudes have begun to change. Some even want more tutorial and reading time! One student commented: "I enjoyed the seminar (group discussion). As a Scientist this was my first seminar, like a large tutorial group."



*Tutor, Val Denning, with Arts/Science students*

Others welcomed opportunities for: "talking about my own views rather than just scientific facts"; "talking about a topic which interested me"; "working in a group"; "having the opportunity to use my imagination"; "learning to put my own ideas into words"; "learning how to join in discussion"; "starting to read again"; "learning to put my thoughts and ideas down"; "analysing something in depth for better understanding and enjoyment"; "learning to listen to others".

*Now undergoing a thorough review, the Arts/Science Scheme hopes to offer its courses to all undergraduates next year. If you are an Arts or Science student feeling that your studies miss a dimension or two, come and talk to Tim Metham, Arts/Science Co-ordinator, in MOLS 3R504 (Ext: 3257/3262). If you are a Faculty member able to offer that missing dimension, the Arts/Science Scheme, with aid from the Sussex Enterprise Unit, may help you realise your course.*

As their tutor I recognised a marked development in verbal skills. They became far more articulate. The old reluctance to speak was gone and they were considering literature with enthusiasm, insight and confidence. Importantly, the students had become far more relaxed and encouraging in their attitude towards one another.

There is no need for me to explain why Arts/Science teaching is rewarding, the students speak for themselves.

## ENTERPRISE in higher education

The Enterprise Unit has recently made Tessa Gooderson, formerly their Graduate Intern, the new Student Enterprise Officer. Her role will include working with individual students and the Students' Union on student-initiated projects aimed at developing personal transferable skills relevant to work, as well as publicising the "Enterprise Opportunities" that are available.

The Enterprise Unit is now regularly receiving offers from external organisations for students to visit, carry out project work, make videos and arrange placements, and the Summer Term issue of the EHE newsletter *Briefing* will focus on student involvement with reports of activities already under way. One such activity is the Student Tutoring scheme which involves volunteer students supporting teachers in the classroom in local primary and secondary schools for one morning or afternoon a week during the summer term. This type of support has been found to raise pupils' aspirations and motivation for staying on in education and gives students the chance to develop their communication and organisational skills in a practical context. The scheme is part of a national programme and at Sussex it has been endorsed by the Vice-Chancellor, the PGCE courses and Schools Liaison Office.

If you are a member of staff or a student who would like to discover more about the scheme, please come to a meeting on WEDNESDAY 3 MARCH in D310 at 2.15 pm. Also, if you know of any school which may be interested in the scheme please contact Tessa, Arts D422, Ext 8543.

## HOW BLUE AND YELLOW STRIPES SAVE DIABETICS' EYESIGHT

A team of researchers in ENGG have developed a simple machine displaying blue and yellow stripes that could save the eyesight of hundreds of diabetics. Called the Tritan Discrimination Sensitivity Tester, it detects at a very early stage whether laser treatment is needed to prevent patients with diabetes losing their sight.

By using a simple computer linked to a TV screen, the machine works by displaying a series of vivid blue and yellow stripes. The stripes are then gradually faded until they become invisible. Depending on how soon this "threshold" is reached, doctors can identify whether there are any eye disorders. The machine is the latest development in research that has been going on for some years now in ENGG and latterly has been sponsored by the Sir Halley Stewart Trust, a charity which funds pioneering research.

Led by Dr Lionel Ripley the biomedical engineering team say the test is a much more precise diagnosis of eye disorders than the present arrangement whereby GPs can only judge whether patients need treatment by physically examining the eye and making a personal judgement. Many diabetics may be referred to eye specialists when they do not actually need any treatment.

The Tritan Tester, in contrast, is a much more consistent and accurate predictor of retinal damage, and can be easily used by nurses or clinic staff. Dr Ripley comments, "Only about one in every twenty diabetic patients referred to an ophthalmologist needs laser treatment. By using the Tritan we can cut this down to one in three so that consultants will not spend so much of their time seeing people unnecessarily."

The two-colour screening machine has proved to be an exceedingly efficient predictor in initial tests in the Brighton area and further field tests are now taking place to confirm its effectiveness. Within the next few months, Dr Ripley hopes to have the machines mass-produced and retail them for around £2000 each. Much interest has already been shown by hospitals and clinics both in the UK and abroad, particularly in India where diabetes is increasingly commonplace.

Work has already begun on a more advanced desktop version of the Tester that could cost as little as £200 and would be suitable for GPs to use in their surgeries. As Dr Ripley comments, "We are leading the world in screening for diabetic eye disease."

## The MOLE

It will not have escaped notice that this is the 10th issue of the *Bulletin* to which the Mole has contributed. The Mole's first contribution to the *Bulletin* described the excitement that accompanied the discovery of ripples in our universe. These, the reader will remember, represent the distant reflections in the background radiation of the first moments of the universe following the Big Bang. Their discovery occasioned much discussion, not least amongst theologians who were troubled by the prospect that science had, apparently, disproved The Creation (supposed to have taken place far more recently than the Bang). Within the last few weeks, however, it has been further revealed that these ripples are too large, and too pervasive, to be explained simply as echoes of the Big Bang. If the ripples are no longer considered to be the signature of a Big Bang, whose signature are they? Theologians are, the Mole is told, sleeping more easily.

Two puzzles remain unanswered by recent revelations. The first is that ripples in the universe were conceived of relatively recently. Certainly some time after a company called "Galaxy" marketed its own "Ripple". Is this coincidence, foresight, or the signs of a celestial sweet tooth? The second puzzle is more intriguing. Devices of the sort that detect undulations in radiation are built by, amongst others, electrical engineers. Only in the last issue did the Mole have occasion to mention one Lionel Ripley, who is not unacquainted with all manner of useful technology. Is it coincidence that Lion, or Leo, is both an astrological star sign and a king amongst beasts, and that Riple is quite clearly an antiquated spelling of Ripple? The Mole thinks not. Now that Oprah Winfrey has done with Michael Jackson, perhaps the time has come for her to interview an altogether more mysterious being.

History, like the universe, has been plagued by many things, perhaps the most ubiquitous being the common fad. The '90s have so far proved to have little immunity against the infectious nature of fashion, and have suffered from a particularly virulent strain of buzzwordism. "Redundancy", for instance, went through a period of referring to that property of a system which ensured workability in the face of breakdown in one component. Thus, British Rail could continue to run trains when a driver went AWOL; the space shuttle could continue to shuttle even when one of its three on-board computers broke down; and the transputer could compute even if an individual circuit etched onto a silicon wafer was faulty. Redundancy was "good". So good, that "redundancy" became a buzz-word for the '90s. Paradoxically, the kind of redundancy introduced into the British economy was exactly that kind which prevented systems from having any.

Other buzz-words which have hitherto been used, like "redundancy", in descriptions of physical systems, and which now pervade corporate systems include "stress", which like "time", is something to be managed; "chaos", a term that conveys in exact detail the workings of administrative systems; and "catastrophe", a term that conveys the consequences of administrative function, as well as the consequences of a well-flapped butterfly wing.

And finally, to that other buzz-word of the '90s: competition. It would appear that few of the readership (excluding occupants of Sussex House), noticed the lack of competitive element in the last issue of the *Bulletin*. Bottles of Sparkling Substance are mounting up, and their resemblance to skittles has rendered the Information Office indistinguishable from a bowling alley. In order to reduce the surplus, the reader who sends the Mole the most interesting anagram formed from the name(s) of any member of the VCs office will be suitably rewarded. Full confidentiality is guaranteed. Members of the Information Office, their relatives, dependents, and creditors, may on this one occasion, submit entries.

## SHADOW WORK

Carolyn Morris writes from  
the Careers Advisory Service

**T**he recession has depressed the graduate job market. In CAS we're worried that it's depressing students too.

While we are busier than ever, we are concerned that sizeable groups of finalists are feeling there's no point — "there aren't any jobs anyway, so why bother?". We want to counter that, to enable students to move beyond defeatism, to see what they can do to find work, to help them identify their skills and find ways of strengthening them.

Low student expectations re-emphasise the need for successful role models, provided by our *alumni*. So we've been working on developing links with Sussex graduates, turning the fund of goodwill they represent into tangible help. One example is the workshadowing scheme we ran last academic year. Thirty Sussex undergraduates shadowed Sussex graduates in work settings ranging from pressure groups, the Police, government and local authority departments, the City, schools, print and broadcast media to community work and mental health. We plan now to offer workshadowing in April and May 1993 to 100 second year students.

This is just one example of our change of emphasis to a longer term development perspective. Other activities which help students prepare for the changed world of work facing them are also growing in importance. Indeed, the Careers Advisory Service aims to help students identify the skills they're developing and to provide additional skills and confidence and contact with students is starting earlier in their courses.

The EHE funded pilot project involving CAS and the School of English and American Studies will provide an important example of the way students can record their personal and academic achievement.

## CHANGE AT BARCLAYS

Our good wishes go to Colin Westgate, Manager of Barclays Bank on campus for the past nine years who is leaving to take early retirement on the 11 March. During that time the business has steadily expanded with well over 10,000 students having used the bank's services (particularly overdrafts!). Colin will be succeeded by Nicholas Rogers.

## Wetland Trust Expedition

Two BIOLS undergraduates spent their Christmas vacation in the African Desert as part of an international ornithological expedition organised by the Wetland Trust. Here Stephen Rossiter and Stephanie Pellegrin write about their work with professional scientists and trained bird ringers in North Senegal.

**T**he main objective of the expedition, now in its third successive year, was to further the understanding of migratory behaviour in birds. As Africa's most westerly point, and a Sahelian country bordering the Sahara, Senegal attracts thousands of birds which annually fly South to escape the European winter. It was therefore an ideal location from which to base such a scheme. However, despite the enormity of the movements, little is known about the strategies that the individual birds employ to carry out such staggering journeys.

The project was based in the Djoudj National Park near the Mauritanian border, and was centred around two separate teams of volunteers. The first operated the ringing scheme while the second carried out surveys of species. Our time was spent helping both groups with their data collection.

Working with the ringers meant an early start, to set nets before dawn to catch birds as they left their roosts. All of the migrant species that were caught were then fitted with unique rings before being released back into the habitat. When recapturing ringed birds in their summer European quarters, this "tagging" allows scientists to gain information about the time, size and direction of migration, so that the lives of the migrants can be pieced together. It was also important to examine the condition of feathers, the amount of visible fat as well as the weight, age and sex of each bird handled. By taking such measurements at each end of the journey one can study the effects of the migratory process on the birds' physical condition.

However ringing alone cannot answer everything. For example capturing often involved playing tapes of bird song. This was effective in luring a few chosen species, such as the European migrants in this case, yet it did mean some of the native African species were largely disregarded. The survey work aimed to investigate aspects of the migration that the ringing was not able to consider. For example, by carrying out transects, it was possible to study habitat preferences as well as the interactions between native African and European species. Additionally by censusing, one could identify periodic fluctuations in the number of different birds present. This



Night Heron

aspect of the expedition will perhaps become more significant in the future since it has become evident in recent years that the numbers of nearly all the trans-Saharan migratory species are declining.

The reason for the decline is probably a combination of sustained Sahelian drought, with increasing pressure for agricultural land use. Extensive irrigation schemes in the 1960s with a governmental policy of dam building led to desalinisation of the River Senegal resulting in extensive invasion of fresh water plant species. Indeed, in the last two years, Djoudj has seen a dramatic encroachment of water hyacinth, which by reducing the area of open water of the park's lakes, has had a detrimental impact on local fauna and flora. The spread of this pest, as well as discouraging birds from settling in the area, has also made life difficult for local fishermen.

If Djoudj is to remain the third most important ornithological reserve in the world, the Senegalese government must invest heavily in clearing the water hyacinth and maintaining the wetland habitats. By providing information about the numbers and variety of birds in the region, the Wetland Trust expedition is adding pressure on the government to quickly adopt a suitable strategy before it is too late.

Although this is the first year students from Sussex have been involved in the project, it is hoped that others may be able to take part in the future. Already one DPhil student is looking to base part of her research work on the migrants wintering in Djoudj.

# ALL IN A DAY'S WORK

“I try to start my day here as early as possible. There's not usually a heavy workload until around 11am, but I still like to get in early: if there is no-one around when the nine o'clock trains start coming through then we miss the Science students who are in lectures all day, and it's really important that the Union is open to them then. Being Vice-President Communications doesn't just mean I'm in charge of the Communications department, although obviously that's my priority. Anyone can come through with any questions and I have to know what the President is doing, or what's happening in the Welfare and Education Unit. A lot of people don't realise that there's more to it than Falmer House and that the entertainment and bars and shops are provided by the Union. To get people to see it's actually doing things for them and it's not just six people taking a year off is a really important part of the job.

“This job is the open face of the Union so my door should always be open. If I'm out round campus meeting people then I'm not in the office where people know where to find me – but if I'm stuck in the office then people complain I'm in an “ivory tower”. It's the complicated job of trying to please six million people at once. I try to make myself completely approachable because there's 101 things I'm supposed to do. My main responsibilities are producing *SussExpress*

*Each year six students are elected by the entire student populace at Sussex to take a year's sabbatical in which they run the students' union and represent and promote the interests of the University's students. Alix Courtney, one of this year's five Vice-Presidents, with responsibility for communications, spoke to Matthew Ledbury.*



(the Union Newspaper), and organising the Union General Meetings. If I'm really stupid and clash the dates on the Newspaper deadline and the Union General Meeting, then all hell breaks loose and I'm up to my ears. I have to make sure UGM posters are made (I quite frequently come in and trip over six or seven bodies scrawling posters on the floor), whilst at other times there's a huge team in here trying to argue whose article is best and which should go first in the newspaper. I tend to end up as the dogsbody that does all the rotten bits like the copy-typing for the paper. I can't type anyway so it seems to take me six years to do each paper! There's so much bureaucracy to wade through to make things happen, though, that a lot of the time all I'm doing is writing reports or working out what needs to be done and giving the fun bits to other people to do (like making posters) although I try to hand out the nasty jobs as well like putting up posters in cold weather!

“Along with the President, I'm responsible for liaising with clubs and societies, making sure that they're running OK and trying to find out whether they're having any problems. Luckily, there're the Chairs of Arts and Music Feds who can help if there are any hassles. I'm also responsible for publicity for any campaigns. It's not just the bureaucracy of the photocopying but making sure people have access to papers and pens and all that sort

of thing, and that they know the best places to put posters up and not have the porters rip them down.

“I find the most satisfying part of the job is when it all works: not just the elected team working together but when the students see they can do what they want to do rather than other people forcing it on them. It's best when the student body as a whole has managed to get something they want (like when we had the quorate UGM around the timetabling issue), and anyone who wants can get involved.

“Generally speaking, I like the fact that campus life is a goldfish bowl: you've got your own little world in here. It's not like when you get out in the real world – there's not much racism, homophobia or sexism, and when there is people think it's odd rather than that's part of society. In a way it's a shame that people hit the real world and are not quite ready for it but I like the fact that you get the chance to be and do exactly what you want while you're at university.

“There is no normal time for going home at all. If there's a deadline, I can be in at 8 o'clock in the morning and not out until 8 or 9 o'clock at night. But other times, if there's not much work and not many meetings going on, I make the effort to get out and see people, which often means I end up at East Slope bar about 4 o'clock, asking why it isn't open for another hour!”

## Changing Face of Campus

### Works in Progress:

**Library** Humidification, improvements to air quality, due for completion early March.

**Refectory** Improvements to electrical distribution within the building, provisionally 1 March until 30 April. Building user will be notified of disruption to electrical supplies.

**Biology** New ancillary building, north east of Biology, due for completion 30 November 1993.

**TFMRC** (East of Science Car Park) Extension to existing plant room, 10 weeks from 1 March.

### Planned Future Works in 1993

**Park Village, blocks 13-33** Window replacement being considered for July-September.

**Mantell, Fire Escape** Replacement of existing temporary structure, anticipated start late March.

**MOLS I, Computing Centre** Construction of disabled access ramp to front entrance.

**Arts Buildings** Safety works to staircase balustrades, and fire precaution improvement works throughout.

**Essex House, new pitched roof, and Falmer House, major repairs and alterations, have both been cancelled for this year.**

Estates Division thank everyone for their cooperation during recently completed works. Please take care in the vicinity of the present works in progress, and keep outside the safety barriers.

*Rob French, Quality & Standards Manager*

## NOTICEBOARD

### Vacancies

The following posts within the University are vacant. Further particulars may be obtained from the Personnel Office, Room 227, Sussex House. List compiled 15 February 1993.

#### Teaching Faculty

Chair in Environmental Science

Chair in Geography

3 Lectureships in French, 1 Senior Lectureship Grade, 2 at Grade A/B. Lectureship in Physical Geography, Grade A.

Lectureship in Protein/Physical Biochemistry, Grade A.

Temporary Lectureship in Molecular Genetics, Grade A.

#### Research & Analogous Faculty

Research Fellowship in Contemporary European Studies, Grade 1A.

Postdoctoral Research Fellowship in Process Control, Grade 1A.

#### Clerical & Related

Secretary, fixed term, full-time, part-year, Grade 2.

### Manx Research

The Centre for Manx Studies (a joint collaboration involving the University of Liverpool, Manx National Heritage and the Island's Department of Education) is reviewing the present state of research on the Isle of Man. It wants to hear from anyone who has carried out research projects on the Island in recent years – and also anyone who has considered the Island as a base for field studies or other academic research. Please send any information to the Director, Dr. Peter Davey, Centre for Manx Studies, 6 Kingswood Grove, Douglas, Isle of Man, tel: (0624) 673074.

### Health Event

**Tuesday 16 March.** Arranged by the Trafford Centre, this is an opportunity for those engaged or interested in health-related research at Sussex to meet and share ideas. The programme for the day which starts at 10.45 am and continues through to 4.00 pm, includes discussion on the projects in action and future perspectives. For further information please contact Rosemarie Warton, ext. 8331.

### Recent Publications by Sussex Authors

**IN A HOTEL GARDEN** by Gabriel Josipovici. Carcanet Press £12.95  
**THE LIFE AND TIMES OF EDWARD VII** by Keith Middlemas. Weidenfeld & Nicolson. Paperback £7.99.

**HIGH VICTORIAN CULTURE** by David Morse. Macmillan £45.00.

**POLITICAL SOCIOLOGY.** Second Edition. By Tom Bottomore. Pluto Press Paperback £9.95.

**GALAXIES: STRUCTURE AND EVOLUTION** by R.J. Taylor. Cambridge University Press. Paperback £12.95.

**ECONOMIC PROGRESS AND PROSPECTS IN THE THIRD WORLD.** Lessons of Development Experience Since 1945 by H.W. Singer and Sumit Roy. Edward Elgar Publishing £39.95.

**MALTHUS: AN ESSAY ON THE PRINCIPLE OF POPULATION.** Edited by Donald Winch. CUP. Paperback £7.95.

**BIOTECHNOLOGY: A HOPE OR A THREAT?** by Iftikhar Ahmed. Macmillan £45.00.

**ADVANCES IN COMPUTER GRAPHICS HARDWARE** (Eurographic Seminars) Ed: R.L. Grimsdale and K. Kaufman. Springer-Verlag £35.00.

### Robin Lee Poetry Competition 1993

This is an annual competition which is open to all students and staff of the University (except faculty members). Cash prizes are awarded to the winner and runner-up. Robin Lee was a student here in the 1960s and on his death his mother set up and funded this competition. Since her death the competition has continued under the management of Trustees. Entrants may submit up to four poems totalling not more than 100 lines in all. Entry forms can be obtained from Pat Hemsworth in Arts B239, ext. 2154. Closing date: 11 March 1993.

### Easter 'A' Level Revision Courses

The Language Centre is offering three-day intensive courses for 'A' level candidates in French, German and Spanish on 5-7 April 1993. at a cost of £50 per course. For further details please contact: Alex van Westen, Language Centre, Arts A (ext. 8006).

### News from the Library

The Library is not normally open on vacation weekends. However, as an experiment it will open its usual weekend hours (2.00-6.30 pm) with its usual weekend range of services on Saturday and Sunday, 17 and 18 April.

The Higher Education Funding Council (England) has commissioned the Library to perform some analyses of its archives of data on Library borrowing in the 1980s. The work, which centres on the extent to which Library stock may be used exclusively by particular categories of borrower will be input to the major national review of libraries in higher education which is currently in progress. "Do teachers and learners use the same materials as researchers?" is the basic question being addressed.

### Public Lectures

**Monday 1 March** at 5.00 pm in Arts A2 Lecture Theatre: Martin Wight Memorial Lecture. **THE UNITED NATIONS AND THE PROBLEMS OF YUGOSLAVIA** by Professor Rosalyn Higgins, QC, London School of Economics.

**Thursday 4 March** at 6.00 pm in the Quiet Room, Meeting House. **GOD, MAGIC OR DO IT YOURSELF** by Canon Dominic Walker, Vicar of Brighton and Diocesan Exorcist.

**Tuesday 9 March** at 6.00 pm in MOLS Lecture Theatre: Professorial Lecture. **CULTURAL POLITICS** by Alan Sinfield, Professor of English.

## BULLETIN

Copy for the next issue of the *Bulletin* to be published in the Easter vacation on 24 March, should be received by Pauline O'Reilly, Room 230, Sussex House, by 1.00 pm on Friday 12 March. If you have any news items she would be pleased to hear from you (ext. 8209).

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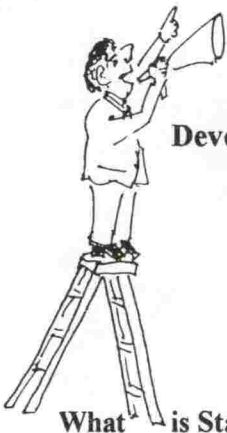
# THE STAFF DEVELOPMENT SUPPLEMENT

*The most important resource for the University is its Staff.  
Staff Development should be seen as an integral part of peoples' work.*

*The aim is to provide opportunities designed to develop  
the knowledge, skills and personal abilities of all staff and,  
by so doing, to improve the effectiveness  
both of individuals and the University*

Andrew Hood  
Staff Development Officer  
Room 211, Sussex House  
Telephone: 3849/3806

February 1993



**The purpose of this supplement is to inform people about the University's Staff Development provision - including those who are so far unaware of our existence - and, for those who are aware, to remind them about current developments.**

**This supplement also invites everybody to provide suggestions for expanding and improving Staff Development opportunities at the University.**

### **What is Staff Development?**

As quoted on the cover, 'development' is just that; it is improving the knowledge, skills and personal abilities of all staff and, by so doing, improving the effectiveness both of those individuals and the University.

Staff Development is a comprehensive term used to cover a range of activities aimed at 'getting the best out of people', and helping people to 'get the best' from their work.

It includes a range of learning experiences, both inside and outside the University. It may involve learning specific skills, studying for qualifications, updating knowledge, trying out new ideas, or improving self-confidence.

### **Why have Staff Development?**

The pace of change at present is very rapid. It is of the utmost importance that people be helped to build on existing strengths and to develop new skills and approaches for the future.

### **Who needs Staff Development?**

The simple answer is 'Everybody'.

But Staff Development is not an imposition, nor does it imply that something needs putting right.

### **Who is responsible for Staff Development?**

The Staff Development Officer is responsible for *'creating and co-ordinating opportunities for staff development for both faculty and other staff'*.

His existence does not mean that individual managers can opt out of any consideration of staff development. Managers have a responsibility to identify needs and to encourage staff to take responsibility for their own development.

The process is collaborative; initiatives come from staff at all levels.

### **Who is the Staff Development Officer?**



**Andrew Hood**, lapsed Sociologist, trained teacher and one-time Senior Lecturer in Education and Management.

He has twenty years experience in Further Education and has been at the University since May 1991. Seconded to the Enterprise in Higher Education Unit (EHE) half-time to co-ordinate staff development linked to EHE activities.

**Alison Lyner**, secretary; vastly experienced, does much of the work and most of the organisation! Although working part-time, since November 1991, she always knows what should be happening.



### **What can be offered?**

Almost anything that's felt to be useful, and can be afforded. We can offer:

- Support for attendance at courses and conferences (not subject-based)
- On-site courses which can be tailored to meet particular needs
- Advice and resources
- Access to outside consultants and trainers.

### **Who pays?**

There are central staff development budgets which provide funds for in-house events, and financial support for external work-related courses. In order to help as many people as possible, some courses are part-funded.

Between August 1991 and July 1992, 308 members of faculty took part in some form of staff development at the University. 27 were funded to attend outside events.

During the same period, 398 allied staff attended University-based events. 32 attended external short courses and 44 received support for qualification-bearing courses. Staff from most sections of the University were involved.

(These figures do not include important activities organised by others at the University, e.g. Computing-Centre courses and local on-the-job training.)

### Courses run in 1991-92

Induction - Allied staff (Richard Price)	Induction - Faculty	Telephone Technique	Customer Care
Dealing with Difficult People	Time Management	Supervisory Management	Seminar Techniques
Annual Review/Interviewing	Presentation Skills	Working with the Media	
Dealing with Sexual Harassment	Assertiveness Training	Committee Procedures	Appraisal Training
Pre-retirement (Richard Price)	IT - Word-processing	Working with Groups	Project-based Learning
Application of Computer Software	Transferable Skills Workshops	Working with Large Classes	
Assessment Techniques	Communication Skills	Evaluation Techniques	

### What happens next?

Staff development is now established at the University. Some activities are still 'added extras' and, as such, are not seen as part of the planning and processes within the many sections of the University. Pressure on space creates problems, and it is often difficult for people to find time to attend.

The events which work best are those developed with, and for, particular groups of people. Some needs are still not identified, and there is much room for development and growth. The effectiveness of staff development can be improved if we use the opportunities which already exist whilst looking for ways of creating other opportunities which would be closely linked to future need and developments.



### How do I get involved?

We'll talk to anyone!  
All ideas and suggestions are welcome.  
Simply telephone 3806 or 3849, or complete and return the tear-off slip on the back page.

Attendance on courses and requests for support need the approval of your section head.

See back page, Diary of Events for Spring 1993

### Are the events any good?

All staff-development events are evaluated. These are a selection of comments received:

*'...it was informal and very well organised.'*

[Faculty induction]

*'I learned that assertiveness is not about getting your own way.'*

*'...well thought-out and very well presented.'*

[Committee servicing]

*I expected to be bored and also to be patronised, but neither happened.'* [Security staff course]

*'Thank you for your help with this; we found it useful.'*  
[Using group projects]

*'I didn't like the role-playing.'*  
[Dealing with difficult people]

*'Andrew knew the problems of the University and supervisors, and did not try to force information that was only relevant to Industry.'*  
[Supervisory management]

*'I liked the informal style - I would recommend this to members of my faculty.'* [Time management]

## Diary of Events: Spring 1993

12 February	<b>Annual Review Seminar</b>	John Gaunt and Andrew Hood
17 February	<b>Annual Review and Grading</b> [Technicians]	Ken Bromfield and Roger Mayhew
17 February	<b>Management Development</b> [Management Committee]	Joanna Howard Roffey Park
22 & 24 February	<b>Interviewing Skills</b> [Two x half-day course]	Rose Mortenson
4 March	<b>Appraisal Training</b> [Faculty]	Eric Hewton
18 March	<b>Committee Servicing</b> [Half-day, morning course]	Sarah Butler
22 March	<b>Time Management</b> [Allied staff]	Andrew Hood
24 March	<b>Review of Teaching Methods</b> [Centre for Legal Studies]	
26 & 29 March	<b>Presentation Skills</b> [Two x half-day: Allied Staff]	Andrew Hood
26 April	<b>Time Management</b> [Faculty]	Andrew Hood and Sally Hooton
4 & 11 May	<b>Assertiveness Training</b> [Two-day course]	Heather Allen and Christine Aubrey
Wednesdays pm, through Spring & Summer terms	<b>Teaching and Learning Workshops</b> [details will be circulated separately]	Andrew Hood et al
Throughout the year	<b>Staff Induction</b> <b>Pre-retirement</b> <b>VDU Safety Training</b>	Richard Price, Staff Welfare Officer Telephone 3598 for details.



SEE FUTURE ISSUES OF THE *BULLETIN* FOR DETAILS OF FUTURE COURSES

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If you are interested in attending any Staff Development events, or have suggestions for additional ones, please complete this slip and return it to Alison Lyner, Room 209 Sussex House.

I am interested in attending the following course(s):

I think the following course could be useful/considered:

Name:

Location:

Tel: